



Orangeburg 3 School District

Post Office Box 98

Holly Hill, South Carolina

Grades	PK-12 District	
Enrollment	3,122 Students	
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	At-Risk	At-Risk
2008	At-Risk	Excellent
2007	At-Risk	Below Average
2006	At-Risk	At-Risk

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

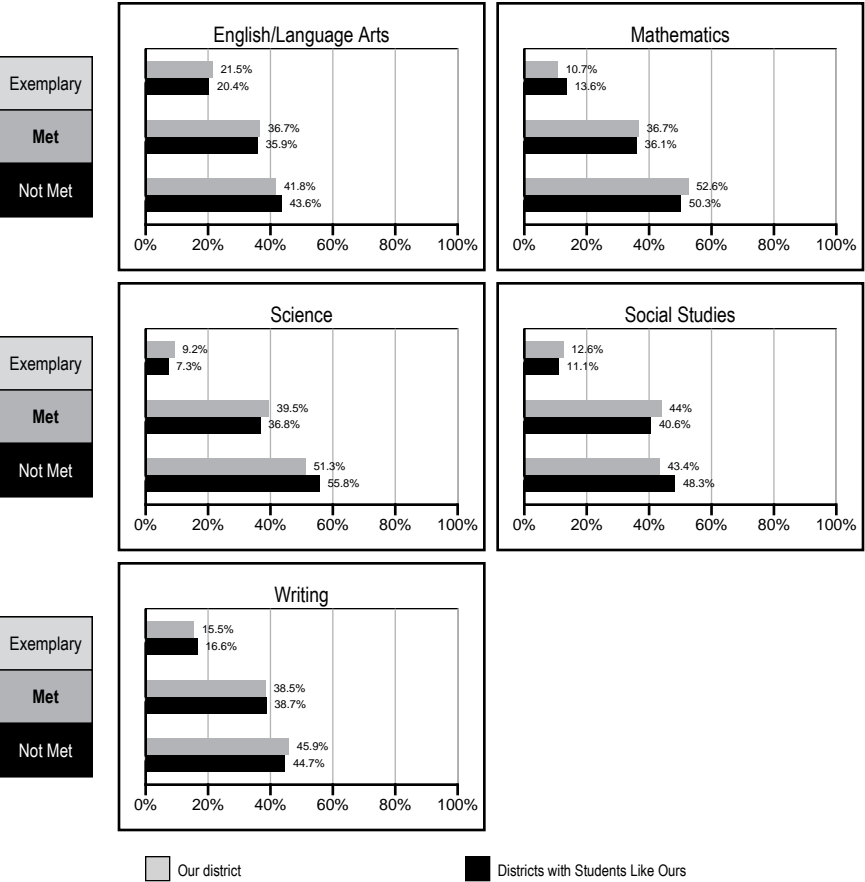
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	8	5

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	75.3%	66.0%	70.9%	70.3%	60.8%	62.4%
Passed one subtest	12.4%	17.6%	14.1%	15.5%	20.4%	17.2%
Passed no subtests	12.4%	16.4%	15.0%	14.3%	18.8%	20.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	58.4%	60.4%
English 1	54.1%	52.3%
Physical Science	50.7%	36.0%
US History and the Constitution	19.1%	21.6%
All Subjects	46.5%	43.1%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,122)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.3%	Down from 5.4%	3.2%	2.3%
Attendance rate	94.7%	Down from 95.2%	95.3%	95.8%
Eligible for gifted and talented	4.6%	Down from 5.4%	5.6%	14.3%
With disabilities other than speech	10.7%	Up from 10.5%	10.6%	10.5%
Older than usual for grade	3.9%	Up from 3.2%	6.1%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.8%	0.7%
Enrolled in AP/IB programs	16.4%	Up from 11.6%	7.2%	12.1%
Successful on AP/IB exams	36.1%	Up from 21.2%	38.1%	50.0%
Eligible for LIFE Scholarship	23.4%	No Change	27.8%	31.4%
Enrolled in adult education GED or diploma programs	20	Up from 19	42	47
Completions in adult education GED or diploma programs	11	Down from 15	10	29
Annual dropout rate	2.5%	Down from 7.2%	2.3%	3.1%
Teachers (n=217)				
Teachers with advanced degrees	65.9%	Up from 62.2%	55.6%	58.8%
Continuing contract teachers	83.4%	Up from 72.0%	68.2%	81.5%
Teachers with emergency or provisional certificates	6.8%	Down from 7.4%	13.8%	4.0%
Teachers returning from previous year	92.1%	Up from 89.3%	82.6%	89.3%
Teacher attendance rate	92.3%	Down from 95.1%	95.1%	95.3%
Average teacher salary*	\$48,568	Down 1.3%	\$43,865	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.8%	1.5%	0.2%
Professional development days/teacher	11.6 days	Down from 12.1 days	11.6 days	12.6 days
District				
Superintendent's years at district	1.0	Down from 21.0	1.0	3.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.1 to 1	19.5 to 1	20.9 to 1
Prime instructional time	85.9%	Down from 89.4%	89.3%	89.9%
Dollars spent per pupil**	\$11,339	Down 0.2%	\$11,404	\$9,364
Percent of expenditures for teacher salaries**	51.8%	Up from 50.7%	47.8%	53.3%
Percent of expenditures for instruction**	53.6%	Down from 53.8%	51.5%	56.3%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	7	Up from 6	5	9
Number of magnet schools	1	Up from 0	0	0
Portable classrooms	0.0%	No Change	3.6%	2.4%
Average age in years of school facilities	22 Years	Up from 21 Years	33 Years	27 Years
Number of schools with SACS accreditation	7.0	Up from 6.0	4.0	8.0
Parents attending conferences	94.8%	Up from 85.6%	97.1%	97.1%
Average administrator salary	\$83,781	No Change	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	167	98.2%	909	46.5%	191	91.1%	N/A
Gender							
Male	64	98.4%	482	44.6%	74	91.9%	N/A
Female	103	98.1%	427	48.7%	117	90.6%	N/A
Racial/Ethnic Group							
White	N/A	N/A	86	61.6%	14	64.3%	N/A
African American	156	98.1%	817	44.8%	171	94.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	108	19.4%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	148	98.0%	734	46.2%	163	93.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	98.2%	84.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	256	191	174	207
Number of Graduates in Cohort	160	174	123	145
Rate	62.5%	91.1%	71.0%	71.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	434	504	461	467	459	484	1354	1455		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	15.0	15.1	16.9	16.7	15.7	16.0	17.8	16.8	16.5	16.3
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	27.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg County Consolidated School District Three is committed to continuous academic improvement for every student. The district has reviewed and updated its mission, beliefs and strategic goals to guide the daily work of students, teachers, and stakeholders. During the 2009-2010 school year, the district took deliberate, focused steps towards improving literacy via a district-wide intervention literacy model and the improvement of direct instruction. The district serves a diverse group of students and is prepared to provide the services needed to meet the challenges as we nurture, teach, and counsel each student towards graduation.

Orangeburg County Consolidated School District Three is located in the lower southeastern part of South Carolina and serves as the common ground for families living in Elloree, Eutawville, Holly Hill, Providence, Santee, and Vance. The administrative office for the district is located near the intersection of Highways 45 and 310. This office is approximately 45 miles northwest of Charleston, South Carolina, and 75 miles southeast of Columbia, South Carolina. The district serves approximately 3,136 students in one high school and a technology center, two middle schools, and four elementary schools.

All professional development trainings are assessed and aligned with the goals and strategies outlined within the district's strategic plan, providing relevancy and rigor in the daily instructional delivery to ensure that every child has the opportunity for academic achievement. Three schools saw improvement in their absolute ratings, while four schools saw improvement in their growth ratings.

There have been several noteworthy accomplishments during the 2009-2010 year. Lake Marion High School established a partnership with Orangeburg Calhoun Technical College to begin its Middle College for high school students, Jobs for America's Graduates (JAG) received top honors at the state conference, and other CATE related classes also received state and national recognition. The district's focus on 21st-century skills led to the opening of the Science, Technology, Engineering, and Mathemamtics (STEM) Magnet Middle school.

The district continues to pursue avenues that will enhance the academic growth of our students as we strengthen the existing partnerships with South Carolina State University and Orangeburg Calhoun Technical College and pursue relationships with other surrounding higher institutions.

Cynthia Cash-Greene, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Holly Hill-Roberts Middle	R	Vance-Providence Elementary	CSI-HOLD
Holly Hill Elementary	R	Elloree Elementary	R

The Orangeburg 3 School District consists of 7 public schools with 4 of these schools, or 57.1%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1327	98.1	42.2	36.5	21.4	73.1	83.5	Yes	Yes
Gender									
Male	659	97.9	42.8	37.4	19.7	71.3	80.1	N/A	N/A
Female	668	98.4	41.5	35.5	23	74.9	87	N/A	N/A
Racial/Ethnic Group									
White	125	98.4	23.9	33.3	42.7	82.9	89.6	Yes	Yes
African American	1177	98.1	44.2	37	18.8	72	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	17	100	29.4	29.4	41.2	88.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	227	91.6	72.5	19.9	7.6	41.7	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	1160	98	43.4	36.9	19.7	72.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1327	99.3	52.5	36.7	10.8	63.3	80.4	Yes	Yes
Gender									
Male	659	99.5	53.7	35.6	10.7	63.3	78.4	N/A	N/A
Female	668	99.1	51.3	37.9	10.9	63.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	125	100	30.8	48.7	20.5	76.9	87.8	Yes	Yes
African American	1177	99.2	55.1	35.3	9.6	61.7	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	17	100	35.3	47.1	17.6	76.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	227	98.2	87.2	10	2.8	22.7	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	1160	99.2	54.5	36	9.5	62.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	882	99.4	50.1	40.5	9.4	49.9	67.3
Gender							
Male	446	99.3	44.7	43.7	11.6	55.3	66.9
Female	436	99.5	55.7	37.1	7.2	44.3	67.7
Racial/Ethnic Group							
White	94	97.9	26.7	47.7	25.6	73.3	79.6
African American	767	99.7	53.3	39.6	7.1	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	15	100	33.3	40	26.7	66.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	156	100	84.4	12.2	3.4	15.6	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	8	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	769	99.6	52	39.6	8.3	48	55.4

Social Studies

All Students	873	98.7	42.4	44.8	12.9	57.6	70.9
Gender							
Male	426	98.8	42.6	43.6	13.7	57.4	70.1
Female	447	98.7	42.1	45.9	12.1	57.9	71.7
Racial/Ethnic Group							
White	85	100	28.4	46.9	24.7	71.6	79.2
African American	775	98.7	43.5	45	11.5	56.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	136	94.9	75.6	20.2	4.2	24.4	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	751	98.7	43.6	46.1	10.4	56.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1336	98.3	45.4	38.9	15.7	54.6	72.1	94.7	96.3
Gender									
Male	661	98	49.1	37	13.9	50.9	65.2	94.2	96.2
Female	675	98.5	41.8	40.8	17.4	58.2	79.2	95.2	96.4
Racial/Ethnic Group									
White	128	96.9	33.3	46.7	20	66.7	80.8	91.4	96.1
African American	1182	98.5	47	38.3	14.7	53	59.7	95.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	97.2	97.5
Hispanic	17	100	29.4	23.5	47.1	70.6	64.6	95.6	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	87.7	95
Disability Status									
Disabled	232	94.4	83.8	12.9	3.3	16.2	27.7	93.7	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	63.7	97.1	97
Socio-Economic Status									
Subsidized meals	1171	98.5	46.7	38.9	14.4	53.3	61.9	94.7	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	249	99.6	46	28.1	25.9	54
	4	243	99.6	39.3	39.7	21	60.7
	5	217	99.5	31.2	48.8	20	68.8
	6	207	100	48.2	36.9	14.9	51.8
	7	212	99.1	52.8	33.7	13.5	47.2
	8	207	99.5	54	35.9	10.1	46
2010	3	232	97.8	28.1	32.6	39.4	71.9
	4	242	95.5	45.9	38.9	15.3	54.1
	5	234	99.6	35	46	19	65
	6	202	99.5	40.7	41.8	17.5	59.3
	7	201	97.5	43.9	32.3	23.8	56.1
	8	216	99.1	61.1	26.1	12.8	38.9
Mathematics							
2009	3	249	99.6	58.9	30.8	10.3	41.1
	4	243	99.6	44.1	39.7	16.2	55.9
	5	217	99.5	43.9	45.9	10.2	56.1
	6	207	100	42.1	45.1	12.8	57.9
	7	212	99.1	54.4	35.8	9.8	45.6
	8	207	99.5	69.2	27.3	3.5	30.8
2010	3	232	100	50.2	32.6	17.2	49.8
	4	242	99.6	50.2	41.9	7.9	49.8
	5	234	100	50.7	37.4	11.9	49.3
	6	202	99.5	43.3	44.8	11.9	56.7
	7	201	97.5	58.2	31.7	10.1	41.8
	8	216	99.1	63.1	31.5	5.4	36.9
Science							
2009	3	126	96.8	53.1	37.2	9.7	46.9
	4	243	98.8	46.9	46.5	6.6	53.1
	5	108	97.2	38.6	52.5	8.9	61.4
	6	104	98.1	55.6	36.4	8.1	44.4
	7	211	99.1	47.7	44.6	7.8	52.3
	8	103	99	69.3	27.7	3	30.7
2010	3	118	97.5	64.9	27.9	7.2	35.1
	4	241	100	53.7	40.2	6.1	46.3
	5	119	100	53.9	38.3	7.8	46.1
	6	101	99	44.8	52.1	3.1	55.2
	7	196	100	32.3	48.1	19.6	67.7
	8	107	99.1	60.2	31.6	8.2	39.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	122	98.4	41.8	44.5	13.6	58.2
	4	243	99.2	29.3	53.7	17	70.7
	5	108	99.1	36.3	56.9	6.9	63.7
	6	103	98.1	24	68.8	7.3	76
	7	212	98.6	62.5	29.7	7.8	37.5
	8	105	96.2	54.6	35.1	10.3	45.4
2010	3	114	99.1	33	50.5	16.5	67
	4	241	100	44.5	45.4	10	55.5
	5	115	99.1	54.1	36.9	9	45.9
	6	101	95.1	25.5	61.7	12.8	74.5
	7	195	100	46.8	35.6	17.6	53.2
	8	107	96.3	42	47	11	58
Writing							
2009	3	248	99.2	49.5	28.4	22.1	50.5
	4	245	99.6	40.7	41.6	17.7	59.3
	5	219	97.3	41.6	40.6	17.8	58.4
	6	209	98.6	42.3	41.8	15.8	57.7
	7	211	98.1	40.8	41.4	17.8	59.2
	8	207	97.6	55.1	39.3	5.6	44.9
2010	3	233	98.7	42.3	32.9	24.8	57.7
	4	245	98.8	51.1	36.8	12.1	48.9
	5	236	97.9	40.6	41.1	18.3	59.4
	6	204	98.5	39.9	45.6	14.5	60.1
	7	202	97	50	38.9	11.1	50
	8	216	98.6	48.8	38.9	12.3	51.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	222	97.3	16.6	37.9	29.9	15.6	55	65.9	No	Yes
Male	108	96.3	22.2	45.5	26.3	6.1	42.4	60.8	N/A	N/A
Female	114	98.2	11.6	31.3	33	24.1	66.1	71	N/A	N/A
White	26	100	0	42.3	34.6	23.1	76.9	77.5	I/S	I/S
African American	194	96.9	19.1	37.2	29	14.8	51.9	49.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	27	85.2	81.8	9.1	4.5	4.5	9.1	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	184	97.3	17.1	38.3	30.3	14.3	54.3	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	222	97.3	26.1	35.1	28.9	10	50.7	62.3	No	Yes
Male	108	96.3	34.3	33.3	25.3	7.1	43.4	61.7	N/A	N/A
Female	114	98.2	18.8	36.6	32.1	12.5	57.1	63	N/A	N/A
White	26	100	11.5	34.6	38.5	15.4	65.4	75	I/S	I/S
African American	194	96.9	27.9	35.5	27.9	8.7	48.6	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	27	85.2	81.8	13.6	0	4.5	18.2	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	184	97.3	25.1	35.4	28.6	10.9	51.4	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	218	92.7	75.2	14.4	6.9	3.5	N/A	N/A	N/A	N/A
Male	106	88.7	80.9	11.7	7.4	N/A	N/A	N/A	N/A	N/A
Female	112	96.4	70.4	16.7	6.5	6.5	N/A	N/A	N/A	N/A
White	26	100.0	73.1	11.5	11.5	3.8	N/A	N/A	N/A	N/A
African American	190	91.6	75.9	14.4	6.3	3.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	24	50.0	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	181	93.9	75.3	14.7	7.1	2.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	251	99.6	17.2	48.4	24.2	10.2	48.8	61.8
	2010	222	97.3	16.6	37.9	29.9	15.6	55	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	251	99.2	30.5	34.6	22.2	12.8	51.4	62.7
	2010	222	97.3	26.1	35.1	28.9	10	50.7	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate, grades K-8	94.7%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.